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ABSTRACT

Designed to help parents of all ages meet the basic tasks of parenting, this instructor's manual presents an outline for conducting parenting classes in which parents participate in in-depth discussions on a specified topic, exchanging ideas and sharing problems and possible solutions. Each class is organized in a similar format which includes a review of the previous class, discussion of a central parenting idea, experiential exercises, assignment of homework, and review of questions raised during the discussion. Class content focuses on such topics as deciding to become a parent; pregnancy, birth and delivery; strategies parents can use to deal with children's problems; the toddler years; the preschool years; elementary school years; the particular problems of adolescence; becoming a stepparent; living as a single parent; and dual-career parents. (Author/MP)

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INSTRUCTOR'S MANUAL
FOR

THE PROCESS OF PARENTING

JANE B. BROOKS

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CONTENTS

Introduction: A General Outline for Conducting Classes	1
1 The First Meeting	5
2 Parenting and Life Cycle	12
3 Strategies that Focus on Communicating Feelings	17
4 Strategies that Focus on Changing Behavior	29
5 Pregnancy, Birth, and Delivery	37
6 The First Year of Life	41
7 The Toddler Years	45
8 The Preschool Years	50
9 The Elementary School Years	54
10 Adolescence	58
11 Parenting/Working	64
12 Single Parenting	69
13 Stepparenting	74
14 Inner and Outer Resources	79

INTRODUCTION:

A GENERAL OUTLINE FOR CONDUCTING CLASSES

Parenting classes are designed to help parents become more effective and find more satisfactions and pleasures as they rear the next generation. Many parents who enroll in these classes are looking for a magic formula for rearing children without stress or frustrations or problems. Teachers must repeat, again and again, that the classes are a beginning of change that parents will work to achieve over time. Persistence and patience are qualities that parents must cultivate as they work to become more effective in their roles.

Parenting classes help parents learn in many ways. The Process of Parenting by Jane Brooks presents information on strategies parents can use to deal with children's behavior, to enhance understanding and closeness among family members. The text also presents information about the ways in which children grow and develop, so parents can have realistic expectations and can find ways to stimulate optimal growth in their children. For example, a mother may feel foolish talking to a small baby who cannot answer. When she learns that babies do respond by babbling and cooing, and that such verbal productions are important forerunners of later language, she feels more comfortable chatting away with an infant. As parents learn about the gradual process of a child's development, and about the seemingly unrelated behaviors that influence development, they gain greater understanding of how their children have become who they are, and as a result, they are better able to relate to them.

All these benefits can be achieved by reading a book without taking a class. But a parenting class provides additional advantages. As parents talk together about the frustrations they experience, they learn that they are not alone with their problems. When a parent hears others express frustration about trying to get a toddler to take a nap or bath, worry about a teen-ager's choice of friends, that parent realizes that problems are part of rearing children and not necessarily the result of poor parenting techniques. Parents learn by sharing problems, and they learn by sharing solutions.

As parents talk about their problems and about possible solutions, they support each other in the work of change. They praise each other for their efforts and find confidence in the support of others. When parents receive warmth and understanding from each other, they find it easier to acknowledge, to themselves and to the group, that they have played a larger role than they thought in causing a problem. Although classes are not organized to provide therapy in the usual sense, the exchange of feelings and concerns and the support that parents give each other can help them to grow as individuals.

Organization of Parenting Classes

The organization of a class depends on the number of sessions, the number of parents in the class, and the ages of their children. When teachers have ten to twelve classes of two hours each, they can go into basic concepts in detail and use many examples. When there are twelve to fourteen parents in a class, members can form a single group with the teacher, and discussion can easily occur during and after the instructor has reviewed the topic. When a class has thirty to forty members, the teacher can give a fifteen to twenty minute presentation, then divide the class into three or four discussion groups so everyone has a chance to talk. Parents can be clustered by the ages of their children. When a class contains parents whose children fall into one or two age groups--infants and toddlers, or elementary school children and teenagers--the teacher can stress development during these periods and present examples of children of these ages.

Each class consists of in-depth discussion of the central ideas in each chapter, with special emphasis on the strategies discussed in Chapters Three and Four. The instructor can elicit questions, doubts, and criticisms of the different techniques by asking parents to recall when they might have used each strategy and when each might be helpful in the future. The teacher can provide role-playing sessions, so that parents can practice active listening, sending I-messages, or making up contracts. Particular attention on the problems that are of interest to class members--for example, how to toilet train a toddler or how to discuss sexual values with a teen-ager.

Parents should participate in discussing and questioning the strategies and in choosing the areas to be emphasized. But the teacher must take an active role in guiding discussion and activity, so that a range of topics is covered and many different activities are included. The following weekly format is suggested for a ninety minute or two-hour class.

1. Review discussion (15 to 30 minutes, depending on the length of the class and the interests of the members) of how parents

have used the techniques or information presented the previous week. If the class is large, ask two or three different parents each week to describe their experiences.

2. Brief presentation and in-depth discussion of a basic concept or strategy (for example, feeding back feelings or active listening, the use of natural and logical consequences). If the class is small, parents can give their reactions as the concept is explained; in a larger class, reactions may have to wait until after a practice period, and then everyone can comment.
3. An experiential exercise, practice of a strategy, or small group discussion. The class can separate into pairs and practice the strategy, or they can discuss topics listed.
4. Second discussion of a basic strategy with questions.
5. Second practice or experiential exercise or small group discussion.
6. Assignment of homework that will be discussed at the beginning of the next class.
7. Distribution of questions that parents can answer as review of the concepts of the homework assignment. These can be written out at the end of class or at home, or can be used as study guides.

The exercises, homework forms, and review questions are at the end of each chapter.

Reminders

Teachers should actively encourage the participation of all members. Some talkative individuals may need to be restricted, so that they do not dominate the discussion. But many will need to be encouraged to talk about their own reactions to the material presented and their concerns about their children. It is best to allow each person time to become comfortable in the class before asking him or her questions in the group. If some find it difficult to talk about themselves, they can be asked to summarize a topic from the text. Once they get used to talking in the group, they can be encouraged to share their experiences and concerns.

The instructor should emphasize that many strategies are available. Parents may want the answer to each problem. They must learn that each child is an individual with his or her own reasons for difficulties. Each child lives in a particular family with definite attitudes and ways of doing things that influence the child's problems. It is not easy to find the best solutions

The teacher can help parents to examine the possibilities and select appropriate strategies.

Teachers should convey respect for parents, even when they find the parents demanding, difficult, or rigid in their views. Remember, each adult has developed his or her point of view from personal experience. No matter how limited a point of view may appear, that attitude or belief has been adaptive for that person. While accepting and respecting parents' views, teachers should encourage parents to examine their attitudes. For example, you might ask, "Are there other ways of viewing the problem or interpreting the behavior?" or "How would another parent see the situation?"

Parents may hold values that are very different from those of the teacher. They may want to restrict the child's expression of curiosity, promote sex-typed behavior, or insist on punishing an even minor infraction of rules. Teachers are most effective when they respect the values of parents, support them as individuals, and help parents to see that they can accomplish their goals in creative, constructive ways. All parents want their children to be happy, productive adults. Parents who feel accepted and respected as they are can examine their behavior without becoming defensive and can make desirable changes without becoming anxious.

Teachers must encourage parents to have patience and persistence as they seek to improve as parents. This is a slow and sometimes difficult process. The parenting class is a beginning. The parent who enrolls in such a class is likely to be a caring and concerned individual who seeks new and better ways to parent.

CHAPTER 1

THE FIRST MEETING

Your enthusiasm for the class and your warmth and interest in all the members will create a comfortable atmosphere. When parents feel at ease, they are better able to talk about their own behavior in relation to their children and to find new solutions to problems.

As you welcome parents to the first class meeting, you can give each one a name tag and a Parent Information Form (Form 1-1) to be completed as they wait for all members to arrive. Instructors can then have this information available for planning classes and topics of discussion.

When everyone has arrived and the forms are completed, you should introduce yourself and then give a brief description of your training and experience. Many of the class members will want to know if you have children and whether you have used the principles to be discussed. Describe the aim of the course, as discussed in the Introduction. Each parent can then introduce himself or herself and give the names and ages of children in the family and the reasons for attending a parenting class. If the class is large, you may want to break the class into small groups before individual introductions are made. If the class is small, you may want to ask each parent to state one positive and one negative quality about herself or himself as a parent. Parents may find it easy to describe the negative, and harder to state the positive--encourage them to do both.

To set the stage for the first discussion of basic concepts, ask each parent to describe--to the class or in writing--his or her understanding of the role of a parent. You can then present the text definitions, including the one given by a convict and quoted in Chapter Fourteen: "The job of a parent is not to be a cop, preacher, judge, or even a perfect parent; but that of a loving concerned guide, to provide direction that will allow your kids to be whole, stable, mature adults."

Outline of Classroom Presentation

- I. In-Depth Discussion: Parenting
 - A. Reasons for Difficulty in Parenting Process
 1. Parents have little information about the healthy growth and development of children and little practical experience in caring for children.
 2. There are few clear-cut standards or values by which to rear children.
 3. We have little idea of how our children will be living as adults, and so we do not know what we are preparing them for.
 4. Parents today have little help from extended family members and must rely primarily on each other. However, both parents must often work, and they have busy lives in addition to caring for children.
 5. Many parents have unrealistic expectations of themselves and their children. If the class is small, parents can be asked to describe their own unrealistic expectations, and the instructor can add any not mentioned.
 6. Parental guilt can create many problems.
 - a. Define guilt.
 - b. Describe how it complicates parenting.
 - B. Ways to Make Parenting Easier
 1. Obtain information on how children grow and develop.
 2. Learn a variety of techniques for handling difficult situations.
 3. Remove guilt (see text).
 4. Build a support system--friends, relatives, organizations that can take a role--to help you rear your children.
- II. Exercise One
 - A. Have parents divide into pairs and interview each other about what their children will be like in fifteen years. Then have them describe their own qualities and a little bit about what they are doing.
 - B. Has this exercise helped the parents to see what qualities they hope their children have? Are there significant differences in what parents imagine their children will be like?
 - C. Do the parents want to adopt Dreikurs' suggestion to work for improvement in children's behavior?
- III. Discussion: Basic Building Blocks of Parenting
 - A. List these building blocks--the qualities that all strategists believe are important.
 - B. Give examples of:
 1. modeling
 2. trust

3. respect
4. love/discipline
5. communication
6. honesty
7. specific positive statements
8. time and attention
9. concern for children
10. concern for parents' needs

IV. Exercise Two

- A. Have parents separate into small groups to talk about the ways they pay attention to their own needs.
- B. Do they feel comfortable taking care of their own needs?
- C. Would they add other principles to the building blocks?

V. Homework

- A. Fill out Briggs' Expectation Inventory (Homework Form 1-2) for each child. If there is not enough time, parents should complete the form for the child about whom they are most concerned.
- B. Have parents use Homework Form 1-3 to keep a daily record of the number of times they praise each child.

VI. Review Questions

1. A parent (nourishes) , (guides) , and (protects) new life.
2. Strong emotional (ties) with a caretaker and clear, consistent (limits) foster healthy growth and effectiveness in children.
3. Jane Loevinger says children need a (model) if they are to learn to curb impulses out of regard for the welfare of others.
4. Realistic expectations help us (prepare) for an event.
5. List three expectations that many parents have of themselves:

6. List two unrealistic expectations that many parents have of children:

7. Guilt means (having an experience of negative self-evaluation sustained by failure to live up to standards imposed by oneself or by others) .

8. Jean Piaget says children must (act) in order to learn.
9. Members of healthy families have (differing) opinions and share them in an accepting atmosphere.
10. Members of healthy families are often involved in community (activities).

Form 1-1

Parent Information Form

Name: _____

Address: _____

Day Phone: _____ Evening Phone: _____

<u>Name</u>	<u>People in the Family</u>		<u>Occupation/Grade</u>
	<u>Age</u>	<u>Relationship</u>	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Special information about the family that would be useful to the instructor:

What do you want to get out of this parenting class?

What problems are you particularly interested in having discussed?

Homework Form 1-2 Expectation Inventory

During the next few days, observe your behavior toward each child. Try to identify your expectations. Write each one down and look at it in the light of these questions:

Expectation 1 Why do I have this expectation?

Where did it come from?

What's in it for me?

Is it based on my needs or my child's?

What purpose does it serve?

Does it realistically fit this particular child at this age and with this temperament and background?

Check each expectation to see if it exists to meet your hidden hungers, hang-over wishes, or unfinished business. Be careful for it is easy to camouflage a need in yourself as a need in your child.

Expectation 2 Why do I have this expectation?

Where did it come from?

What's in it for me?

Is it based on my needs or my child's?

What purpose does it serve?

Does it realistically fit this particular child at this age and with this temperament and background?

Source: Briggs, Dorothy C. Your Child's Self-Esteem (Garden City, NY: Doubleday, 1975), pp. 53 and 55.

CHAPTER 2

PARENTING AND LIFE CYCLE

Classes that have fourteen to sixteen sessions may want to focus an entire evening on this chapter, but those classes with ten or fewer sessions may have time for only a brief review of the ideas in this chapter. If time is limited, choose from among the topics and class experiences those that are most relevant to your class.

Outline of Class Presentation

- I. Review
 - A. What did parents learn from filling out the Expectation Inventory?
 - B. What did parents learn from keeping track of the number of times they praised children? Frequently parents find that they rarely praise children at all.
- II. Discussion: Having Children
 - A. Reasons for having children:
 1. Parents may never have thought about their reasons for having children. When they do, they may find that some of their dissatisfactions and problems with children result from children not giving them what they expected.
 2. Review Hoffman and Hoffman's nine reasons for having children.
 3. Ask parents to add any reasons of their own.
 - B. Parents' attitudes toward children, based on their own experiences as children:
 1. Review Erikson's stages of development, and use diagram.
 2. Discuss parents' need to guide and nurture children; ask parents if they have experienced this need.
- III. Exercise One
 - A. Have parents divide into pairs (couples should not be together, and the pairs should be different from those

of the previous week) and interview each other about the strong points of their parents' discipline. How do they, as parents, include these positive features in discipline of their children.

- B. Share in discussion some of the positive features of discipline.

IV. Discussion: Parenthood

- A. Describe the transition to parenthood, including stress and ways of adjusting.
- B. Emphasize ways parents can minimize stress, including the four factors Marilyn Fabe and Norma Wikler found important in helping mothers adapt to caring for children.
- C. How well are the parents, particularly the fathers, prepared for childrearing?

V. Exercise Two

- A. In small groups, discuss the supports--friends, relatives, class members, day-care centers, babysitters, schools--available to parents.
- B. Discuss ways parents can build better support systems.
- C. Do fathers need special supports?

VI. Homework

- A. Using Erikson's scheme of development, look at your life in terms of the strengths you have developed and the kinds of experiences that fostered those strengths. Use Homework Form 2-1.
- B. Continue to keep a record of the times you praise each child each day. Use Homework Form 2-2.

VII. Review Questions

1. Match the ego crises that occur in each stage of Erikson's scheme of development. Put the correct number in blank.
- | | | |
|-----------------|-----|-----------------------|
| a. trust | (7) | 1. inferiority |
| b. autonomy | (4) | 2. isolation |
| c. initiative | (5) | 3. despair |
| d. industry | (1) | 4. shame, doubt |
| e. identity | (8) | 5. guilt |
| f. intimacy | (2) | 6. stagnation |
| g. generativity | (6) | 7. mistrust |
| h. integrity | (3) | 8. identity diffusion |
2. Give at least five of the strengths Erikson describes:

(hope, will, purpose, competence, fidelity, love, care, wisdom)

3. Erikson defines the only lasting happiness as the ability to (increase, by whatever is yours to give, the good will and the higher order in your sector of the world).
4. Give four reasons that people say they have children.
 - a. (to prove they are adults, to develop self,
 - b. to meet religious and moral beliefs, to share
 - c. love, to increase fun, to gain power or
 - d. prestige)
5. Ellen Peck and William Granzig suggest that prospective parents can determine if they enjoy children by doing the following:
 - a. joining organizations such as (Big Brothers or Big Sisters)
 - b. becoming (foster) parents
 - c. (babysitting) with the children of friends
6. Several books describe ways parents can prepare to make decisions about having children. The ways are:
 - a. (babysit friends' children, join Big Brothers or
 - b. Big Sisters, imagine how life will change with
 - c. children, discuss satisfactions and problems with
 - d. parents)
7. Alice Rossi's four stages of transition to parenting are: (anticipatory, honeymoon, plateau, and disengagement).
8. Homes and Rahe found that many life changes can produce stress. What changes occur during pregnancy that create stress for mothers and fathers? List three:
 - a. (change in financial status, sex difficulties,
 - b. wife begins or stops work, change in social
 - c. activities, gain new family member)
9. In the past, the father was thought to be the (instrumental) member of the family and the mother was the (expressive) member of the family. Now we consider it important for fathers to be (instrumental and expressive) and mothers to be (instrumental and expressive).
10. On a scale from 0 to 10, how well prepared for parenthood were you?

0	5	10
Not Prepared		Well Prepared

Homework Form 2-1 Reviewing Sources of Strength

1. What childhood experiences stimulated in you feelings of cheerfulness, confidence, and optimism?
2. What childhood experiences helped you to make free choices and then take action?
3. What early experiences helped you to set goals and work toward them?
4. What early experiences helped you to feel competent and skilled?
5. What early experiences helped you to feel loyal to friends, family ideals?
6. What early experiences helped you to feel and give love?
7. What early experiences helped you to care for loved ones and work?
8. What early experiences lead to a sense of wisdom?

CHAPTER 3

STRATEGIES THAT FOCUS ON COMMUNICATING FEELINGS

The central concepts in this chapter are those of Ginott, Gordon, and Briggs. If possible, spend one week on Ginott's strategies (feeding back feelings, setting limits with options for children, and enforcing the limits with action), and then spend one week with Briggs and Gordon's techniques (active listening, I-messages, appreciative I-messages, and the no-lose method). The experiential time can be spent in practicing the techniques. Because feeding back feelings and active listening are similar, the exercise deals with only one of these--feeding back feelings.

Outline of Classroom Presentation

- I. Review
What happens when parents look at their strengths and positive qualities? Do they have renewed confidence in themselves as parents? Do they see changes in their childrearing techniques?
- II. Discussion: Ginott's Strategies
 - A. Feeding back feelings--state the feelings but don't argue or apologize, and reflect back all feelings, even sad ones.
 - B. Praise with specific statements about accomplishment, and criticize with specific statements.
 - C. Set limits by stating what is acceptable, what is unacceptable, and what substitutes are permitted.
 - D. When limits have to be enforced, give choices but be willing to act.
- III. Exercises One and Two
 - A. Exercise One--Feeding Back Feelings
 - B. Exercise Two--Setting and Enforcing Limits

IV. Discussion: Gordon and Briggs's Strategies

- A. Active listening
- B. I-messages
- C. No-lose method
- D. Briggs's definition of an atmosphere of psychological safety

V. Exercises Three, Four, and Five

- A. Exercise Three--Sending I-Messages
- B. Exercise Four--Sending Appreciative I-Messages
- C. Exercise Five--No-Lose Method

VI. Homework

- A. Keep a log for a week, recording each day the times you feed back feelings or listen actively. Describe the results of your efforts to do this. Use Homework Form 3-1.
- B. Keep a log of the times you attempt to use the no-lose method and of the results. Use Homework Form 3-2.

VII. Review Questions

1. Dorothy Baruch believes (creative) activities can drain off excess energy and give children feelings of competence.
2. Parents feed back feelings so children learn about their own (emotional) reactions.
3. Effective praise deals with what the child has (done).
4. Within broad limits, Ginott believes children should be given (choices) about what they will do.
5. In enforcing limits, Ginott believes a parent should never (hit) a child nor should a child be permitted to (hit) a parent.
6. Ginott believes when parents are frustrated and irritated, parents have a right to tell children they feel (angry).
7. Gordon believes that when children feel (accepted, understood) they are often eager to do what parents want.
8. When conflicts arise, Gordon believes parents and children can find (solutions) that meet (everyone's or parents' and children's) needs.
9. Parents must learn to (active listen) when children own the problem.
10. I-messages have three main parts:
 - a. (clear statement of how parent feels)
 - b. (what child did to create feeling)
 - c. (effect on parent)
11. The no-lose method consists of six steps:
 - a. (defining the problem)
 - b. (thinking up possible solutions)
 - c. (evaluating possible solutions)

- d. (deciding on the best solution)
 - e. (implementing the decision)
 - f. (follow-up evaluation)
12. Parents often serve as (models and consultants)
to their children to help guide them.
13. Briggs believes the first and major source of a child's
self-esteem is (a parent's positive evaluations).
14. Briggs believes an atmosphere of psychological safety
consists of:
- a. (trust)
 - b. (nonjudgment)
 - c. (cherishing children)
 - d. (letting children own their own feelings)
 - e. (empathy)
 - f. (parents' faith in the child's capacity to grow)
15. Briggs defines a genuine encounter as: (focused
attention on the child; direct, personal involvement
with the child).

Exercise One: Feeding Back Feelings

Parents divide into pairs. One parent reads the child's statement, and the other parent describes how the child feels and how the parent responds. Have parents change roles half way through exercise time. This can be done as a written exercise, if desirable. When given to parents, only the first column is filled in.

Child Says	Child Feels	Parent's Response
1. "You never let me do anything!"	(frustration, anger, disappointment)	("You're disappointed that you can't do it the way you wanted.")
2. "I just don't feel like doing anything today."	(anger, discouragement, mild depression)	("You're feeling down about something.")
3. "I made the Varsity basketball team today!"	(excitement, pleasure, satisfaction)	("You're happy to be on the team.")
4. "I wish I could swim like Mary."	(envy, rivalry, discouragement, frustration)	("You wish you could swim better and you wonder if you ever will.")
5. "The teacher gives us too much work and I can't do it. I'm no good at school."	(anger, resentment, fear, frustration, inadequacy, discouragement)	("There is so much work and you're afraid you'll be a poor student.")
6. "I don't want to talk to anyone. No one understands what I feel!"	(feels misunderstood, angry, isolated)	("You feel no one understands or can understand even if someone spends time.")
7. "I hate you! Go away!"	(anger, frustration)	("You're furious with me!")
8. "She always picks on me. She doesn't like me."	(hurt, disliked, rejected)	("You feel she doesn't like you and you wish she did.")

<u>Child Says</u>	<u>Child Feels</u>	<u>Parent's Response</u>
9. "I can do it myself! I'm big enough!"	(independence, competence, pride)	("You're able to do it alone.")
10. "There's nobody for me to play with. They went off to school."	(loneliness)	("You're feeling lonely because no one is around.")
11. "I can't go to the party all by myself. Maybe no one will talk to me."	(fear, shyness)	("You're afraid no one will be friendly, and you'll be alone.")
12. "I just don't know whether to go out for the team or not."	(undecided, uncertain)	("You can't make up your mind about the team. Something is bothering you about it.")

Exercise Two: Setting and Enforcing Limits

Parents divide into pairs. One parent reads the situation and the other parent describes how parents set limits and enforce them. This can be done as a written exercise. When given to parents, only the first column is filled in.

<u>Child's Behavior</u>	<u>Limit Set</u>	<u>Limit Enforced</u>
1. Child refuses to pick up toys around the living room.	("I know you like your toys out. But I want you to pick them up by dinner time, or I'll pick them up and keep them for two days.")	(If toys are not picked up, parent removes them for two days and then gives them back.)
2. Child dawdles over food so rest of family must wait before they leave the table.	("I know you like to eat slowly, and we will wait ten minutes; then we will leave. You can finish alone.")	(Family leaves the table after waiting ten minutes.)

Child's Behavior

3. Child asks for last minute help in going to school and sometimes needs a ride.

4. Siblings fight and bicker while mother drives car.

5. Children fight and demand items in a grocery store.

6. Teen-ager comes home two hours late with the family car.

7. Child does not clean her room on schedule.

8. Children bicker in a restaurant or at the home of a friend.

Limit Set

("You like to sleep late, and I will wake you in the morning. But you must get up, eat, and get dressed by yourself. If you are late, you will walk to school and face the teacher alone.")

("You enjoy fighting, but I need quiet to drive. If the fighting continues, I'll stop the car until you are quiet.")

("You want things, but if you continue to demand them, we will leave the store.")

("I know it is hard to get home on time. But if this happens again, you will not use the car for a week.")

("I know a messy room does not upset you, but it upsets me. You have two days to clean the room, or I will take everything lying around.")

("You want to fight, but you are bothering others. If you do not stop, we are going home.")

Limit Enforced

(Parent wakes up child and gives no further help.)

(When fighting continues, parent stops car.)

(Leave and go home if demands continue.)

(After next lateness, car privilege is removed.)

(If room is not cleaned, parent removes what is lying around.)

(Leave promptly if fighting does not stop.)

<u>Child's Behavior</u>	<u>Limit Set</u>	<u>Limit Enforced</u>
9. Child refuses to leave friend's home to go with mother.	("I know you want to stay, but we must go. If you do not come, I'll carry you to the car.")	(If the child refuses to go, carry the child to the car.)
10. Teen-ager refuses to wear appropriate clothes to a dinner at the home of friends of the parents.	("You want to wear those clothes. But these are my friends, and you must change or stay home.")	(If the child refuses to change, leave child at home.)

Exercise Three: Sending I-Messages

Parents divide into pairs. One parent reads the situation, and the other describes the parent's feelings and the I-message. They can each devise half of the I-messages. This can be done as a written exercise, if desirable. When given to parents, only the first column is filled in.

<u>Situation</u>	<u>Parent Feels</u>	<u>I-Message</u>
1. Child has not done kitchen chores on time.	(angry, disappointed, frustrated)	("I feel very frustrated when you do not do your chores, because it's hard to cook with dirty dishes around.")
2. Child finds ways of delaying going to bed.	(frustrated, annoyed)	("I get irritated when you do not go to bed on time, because I don't have time to rest and relax alone.")
3. Child wants to continue playing games, even though parent has already played three games.	(unappreciated, irritated)	("I feel irritated when you ask for more games, because I have to cook dinner.")
4. Child will not put clothes in dirty clothes hamper.	(frustrated)	("I get frustrated when you don't put your clothes in the hamper, because it takes me longer to do the laundry.")

<u>Situation</u>	<u>Parent Feels</u>	<u>I-Message</u>
5. Child comes home after dark on a bike.	(frightened, worried)	("I am worried when you are on your bike after dark because someone may hit you.")
6. Child goes off with friends without telling parents where.	(worried)	("I get upset when I don't know where you are because I worry you may have had an accident. I need to know where you are.")
7. Child does not eat all his food.	(concerned)	("I get concerned when you don't eat a balanced diet because I think you will lack energy and resistance to sickness.")
8. Children keep volume of TV turned up.	(irritated, annoyed)	("I get annoyed when the TV is so loud because I can not read.")
9. Child tramples plants while playing baseball with friends in yard.	(frustrated, angry)	("I get frustrated when you run over my plants because I have worked hard to make them grow.")
10. Children ask mother to do extra chore in the morning.	(frustrated)	("I feel frustrated when you ask me at the last minute to make your lunch because I am on a schedule to get out of the house early and do not have time unless you ask in advance and we can talk about it.")

Exercise Four: Sending Appreciative I-Messages

Parents divide into pairs. One parent reads the situation, and the other describes the parent's feelings and the appropriate message. They can each devise half of the I-messages. This can be done as a written exercise. When given to the parents, only the first column is filled in.

<u>Situation</u>	<u>Parent Feels</u>	<u>I-Message</u>
1. A child makes a batch of cookies to send a brother in college.	(pleased)	("I'm pleased you made the cookies for Jim, because I know he misses home cooking.")
2. Teen-ager calls at night to say he'll be late.	(relieved, respected)	("I appreciate your calling, because then I did not worry when you were late.")
3. Child cooks a meal when parent is ill.	(as if needs are met)	("I really liked your cooking dinner when I was sick and didn't feel like getting up. It made me feel better.")
4. Child spontaneously feeds family pets.	(pleased)	("I really like your helping with the animals, because it makes dinner a more relaxing time for me.")
5. Child asks parents' permission to go to movies a few days in advance.	(as if feelings are considered)	("I like your asking me about the movies in advance, because then I'm not rushed to give an answer.")
6. Child includes younger sibling in game before dinner.	(helped)	("I appreciate your entertaining Billy while I fix dinner, because I can work faster when I don't have to watch him.")
7. Child does homework without being prodded.	(appreciated)	("It's really great that you do your homework without being asked, because then I don't have to check on whether your homework is completed.")

<u>Situation</u>	<u>Parent Feels</u>	<u>I-Message</u>
8. Child does his own laundry spontaneously.	(appreciated)	("I like your doing your own laundry, because then I can finish my painting.")
9. Child builds a bookcase for her room.	(admired)	("I like your bookcase, because it is well made and holds so many books. Now you have a place for your books and magazines.")
10. Child tells parent of TV program of special interest to parent.	(pleased)	("I appreciate your telling me about the program, because I would have missed it otherwise.")

Exercise Five: No-Lose Method

Ask class members to describe experiences they have had when they have tried to use this method. This is the most effective way to help parents understand this strategy and how to use it.

Homework Form 3-2 Using the No-Lose Method

Date	Situation	Parent's Use of No-Lose Method

CHAPTER 4

STRATEGIES THAT FOCUS ON CHANGING BEHAVIOR

The central concepts in this chapter are the ideas of Dreikurs and of the behaviorists. If possible, spend one week on Dreikurs and one week on the behaviorists.

Outline of Classroom Presentation

I. Review

- A. How have parents used Ginott's, Gordon's, and Briggs's strategies?
- B. How do feeding back feelings and active listening work?
 - 1. Do parents get better as they practice?
 - 2. Do they find that some problems are best handled in this way and others not?
 - 3. Do their children give unexpected responses?
- C. Are parents comfortable when setting and enforcing limits?
 - 1. Do children respond to the limits?
 - 2. Does enforcing limits get easier with practice?
- D. When are I-messages useful?
 - 1. Do parents find they have to stop and think before knowing what their emotional reactions are?
 - 2. Do they find they have to give up their requests for behavior change when a child's behavior is not affecting them directly?
 - 3. How do children react when parents state their emotions?
- E. Is the no-lose method useful?
 - 1. If not, why not?
 - 2. Do children notice a difference when parents enlist their suggestions for solutions?

II. Discussion: Dreikurs' Strategies

- A. Encouragement and Dreikurs' emphasis on cooperation
 - 1. Definition of encouragement as a continuous process of giving a child a sense of respect and accomplishment.

2. Helping children focus on the process of what they are doing rather than on the completed product.
 - B. Mistaken goals sought when children feel discouraged and unimportant:
 1. attention
 2. power
 3. revenge
 4. inadequacy
 - C. Parents must seek to frustrate the purpose of misbehavior by
 1. refusing to give undue attention
 2. withdrawing from power struggles
 3. not permitting revenge
 4. insisting children do for themselves what they can
 - D. Logical consequences
 - E. Family councils
- III. Practice Exercises One and Two
- A. Practice Exercise One--Giving Encouragement
 - B. Practice Exercise Two--Using Natural and Logical Consequences
- IV. Discussion: Behaviorists
- A. Define:
 1. learning
 2. stimulus
 3. response
 - B. To increase approved behaviors:
 1. reward response as soon as child starts it
 2. nature of rewards: material, privileges, social rewards
 3. individual differences in what is rewarding
 - C. To develop new approved behavior:
 1. shaping
 2. providing cues and signals
 3. modeling
 4. discrimination learning (so child will know when behavior is approved)
 - D. To eliminate negative behavior:
 1. ignore it
 2. reward competing response (if child messes up room, reward picking it up)
 3. insist child perform undesirable behavior until tired of it
 4. punishment while in the act along with explanation of why behavior is disapproved
 - a. isolation from situation producing negative behavior
 - b. removal of privilege
 - c. time-out
 - d. spanking
 - E. Contracting sessions

V. Practice Exercises Three and Four

- A. Practice Exercise Three--Using Rewards (for competing responses as a way of decreasing negative behavior)
- B. Practice Exercise Four--Using Rewards and Punishments (to decrease negative behaviors)

VI. Homework

- A. Keep a log of a specific behavior and how you applied natural and logical consequences to decrease it.
- B. Decide on a specific behavior you want to change. For three days keep a log of how often it occurs. Then intervene by rewarding a competing response and punishing the undesirable behavior by ignoring, or by being more active, if necessary.

VII. Review Questions

- 1. Dreikurs believes children have a push to be competent and effective and a strong desire to belong to the (social) group.
- 2. Dreikurs believes children should contribute to the functioning of the family group and does not advocate (rewards) for chores or errands.
- 3. Dreikurs believes we must develop the (courage) to be imperfect and the ability to work for (improvement), not perfection.
- 4. Dreikurs' four mistaken goals are: (attention, power, revenge, and inadequacy).
- 5. Dreikurs' two methods for handling problems and conflicts are: (natural and logical consequences and family councils).
- 6. When parents are frustrated with children or themselves, Dreikurs urges them to avoid the expression of (anger) and remain (friendly and impersonal) with children.
- 7. According to behaviorists, parents (teach) children all they learn in the early years.
- 8. (Rewards) increase the occurrence of behaviors and have their greatest effects when given (while the child is beginning or in the process of the act).
- 9. When a child cannot carry out a behavior, parents must (shape) the behavior by rewarding a (step by step) approach.
- 10. Punishments (decrease) behaviors and are most effective when given (1) (while the child is in the act) and (2) (when an explanation accompanies the punishment).
- 11. Contracting sessions are helpful when parents and children both want (changes).
- 12. Parents must examine their own behavior to see how they contribute to problems by (rewarding) negative behaviors.

Practice Exercise One--Giving Encouragement

Parents divide into pairs. They read each situation, and each can devise encouraging comments, sharing these with each other, and later the group as a whole. It is also possible to have parents read the situations, and write comments that can be shared with the group as a whole. When given to parents, only the first column is filled in.

Situation

1. Child has knocked a glass of milk on the floor.
2. Child has worked hard and finished math problems, but is tired and complaining they are too much work.
3. Child has not been invited to a party she wanted to go to.
4. Child brings home report card with 2 Ds, 2Cs, and a B.
5. Child wants to make a wooden boat. She nails it together with nails that are too short and the boat falls apart.
6. Child worries about going to dentist for braces.
7. Child does own laundry and blue jeans color the white socks blue.

Parent's Response

- ("Let's get a sponge and paper towel and clean it up.")
- ("You worked hard to do them, and you finished them. You did a good job!")
- ("I can understand your feeling upset, but you will find other friends you enjoy.")
- ("I see you did well in spelling [B], math [C], and geography [C]. Learning can be exciting, can't it?")
- ("Let's see what went wrong and how we can put it back together.")
- ("It's hard to go, but I'm sure you'll be able to handle the situation.")
- ("It's too bad that happened. Next time, remember that the clothes have to be separated. Now you can wash the socks with bleach and get them white again.")

Situation

8. Child comes home after arguing with neighborhood children in baseball game.
9. Child washes pots and pans, but they are still greasy.
10. Child wants to earn money for a trip but fears she can't.

Parent's Response

- ("Sometimes it is hard to play together, but you will learn to work out the problems as you play together more.")
- ("It takes practice to wash the pots, and you'll improve as you keep trying. So let's do them again with lots of soapy water and scrubbing.")
- ("Let's see if we can work out a plan for you to earn the money.")

Practice Exercise Two: Using Natural and Logical Consequences

Parents divide into pairs. One parent read the situations, and each devises logical consequences that are shared with group. This can be given as a written assignment. Parents are given only the information in the first column.

Situation

1. Child refuses to brush his teeth.
2. Child leaves jackets and sweaters at a friend's house.
3. Child consistently does not clean up kitchen, even though that is an agreed upon chore.
4. Child does not do homework.
5. Child goes to party after telling parents she would be at the movies.

Parent's Response

- (Parent does not argue or plead. Because teeth are eroded by sweets, child cannot eat sweets until he brushes teeth after every meal.)
- (Parent tells child jackets and sweaters will not be replaced when forgotten. When the child loses the last jacket, parent buys an inexpensive, used jacket that is considered a birthday or Christmas gift.)
- (Parent refuses to buy or cook any food until the kitchen is cleaned.)
- (Parent does nothing and permits the school to impose the penalty.)
- (Child does not go out for one weekend because she did not tell parents of her whereabouts.)

<u>Situation</u>	<u>Parent's Response</u>
6. Parent and child are visiting, and child fights with playmate.	(Parent says they must return home if children continue to fight.)
7. Child dawdles and does not take bath at regular time.	(Child goes to bed without a bath.)
8. Child forgets her lunch.	(Child goes without lunch.)
9. Child speaks discourteously to parents.	(Parents refuse to answer.)
10. At meals, child drops food on table and floor.	(Food is put in a bowl and child is told to eat on the floor with the dog.)

Practice Exercise Three: Using Rewards

Parents read each situation and try to decide how they can use rewards to diminish the problem behavior. They can do this individually as a written exercise and then share responses with the group. Or parents can work in pairs and alternate devising the reward, sharing responses with the group at the end of the exercise.

<u>Situation</u>	<u>Parent's Response</u>
1. Child refuses to brush teeth.	(Establish token system of rewards--one token each time teeth are brushed and a suitable menu of rewards--10 tokens and a trip to the park or 10 tokens and 20 minutes of extra play.)
2. Child leaves jackets and sweaters at friend's house.	(Establish token system of rewards. Each day all clothing is brought home, the child earns two tokens and has a menu of rewards to choose from.)
3. Child consistently does not clean kitchen, even though this is his job.	(Have contracting session to decide exchange of services--child cleans kitchen and parent performs some task--or reassign chores so that child's chore is more manageable.)
4. Child does not do homework.	(Parent rewards completed homework with 15 minutes of extra ~~game~~ time with parent.)

Situation

5. Child goes to a party after telling parent he would be at movies.

6. Parent and child are visiting, and child fights with playmate.

7. Child dawdles and does not take bath at regular time.

8. Child forgets lunch.

9. Child speaks disrespectfully to parents.

10. Child drops food on table and floor.

Parent's Response

(Child is given 30 minutes extra time out in evenings when parent is informed of whereabouts.)

(Child is permitted to visit friends more frequently and for longer time when there is no fighting.)

(Parent reads ten minutes longer to child each time child takes a bath promptly.)

(Child receives a token for each day she remembers her lunch and has a suitable menu of rewards.)

(Parent rewards pleasant conversation with lengthier conversation.)

(Child receives dessert if she eats neatly.)

Practice Exercise Four: Using Punishments and Rewards

Situation

1. Child fights with brother.

2. Child demands items in grocery store.

3. Child refuses to pick up clothes in room.

4. Child whines for extra TV program.

5. Child leaves sport equipment lying out of doors.

Punishment

Five minutes of time-out.

Leave store if demands continue.

Not permitted to go out until room is cleaned up.

When whining continues, TV time is reduced.

Parent removes equipment for one day.

Reward

Play game with children when they get along.

Reward good behavior with conversation and letting child pick one food; for example, one kind of fruit or cereal.

Verbal praise and extra game when room is picked up.

Parent pays attention to request in normal tone.

Parent gives verbal praise when equipment is cared for.

<u>Situation</u>	<u>Punishment</u>	<u>Reward</u>
6. Child goes off on bike for two hours without saying where she is going.	Bike is locked away for one day.	When child says where she is going, she can be gone longer.
7. Child has temper tantrum.	Ignore behavior.	Parent grants more requests when child asks calmly.
8. Child does not get up in the morning when parent wakes him.	Parent wakes him once and ignores child if he does not get up. School deals with tardiness.	Praise quickness when he does get up and prepare hot breakfast for him.
9. While playing, child breaks a window.	Must earn tokens to exchange for money to pay for window.	Praise when careful while playing.
10. Child takes brother's toys and loses them.	Brother is given choice of child's toys of comparable value or the child must earn money to replace lost toys.	Praise the child when he asks before taking toys and when he treats them well.

CHAPTER 5

PREGNANCY, BIRTH, AND DELIVERY

These discussions are planned for parents who are not, at the time, expecting a baby--and most class members will not be. However, an alternate discussion is included, to be used when a class is made up largely of expectant mothers and fathers. You should plan to spend at least two weeks on this chapter.

Outline of Classroom Presentation

- I. Review
 - A. Encouragement
 - 1. Do parents find it hard to give encouragement?
 - 2. Do they find their emphasis changes from what is wrong with the child's behavior to how the child can solve the problem?
 - 3. Do children respond differently when given encouragement?
 - B. Natural and logical consequences
 - 1. Do parents learn how to use natural consequences to teach a child?
 - 2. Do parents find they feel friendlier toward the child as they step back and let the consequences do the teaching?
 - 3. Do children feel less criticized?
 - C. Behavioral techniques
 - 1. Are parents more skilled at rewarding acceptable behavior and ignoring or punishing negative behaviors?
 - 2. Are they able to see the ways in which they may have been rewarding negative behaviors and punishing positive behaviors?
 - 3. Is "shaping the child's behavior" a useful concept?
- II. Discussion: Relations Between Husband and Wife and Growing Attachment to Baby During Pregnancy and Birth
 - A. Differences in the ways that mothers and fathers experience pregnancy

- B. Differences in how they begin to form attachments to the coming child
 - C. Relation between the quality of mother's close social ties and her tie to the coming baby
 - 1. influence of her tie to her own mother
 - 2. influence of the husband-wife tie
 - D. Relation between father's functioning in many areas and his tie to the child
 - 1. satisfactions at work
 - 2. husband-wife tie
 - 3. relations with friends
 - E. Birth process and its effect on tie to baby
 - 1. father's active role and his engrossment with child
 - 2. bonding between parents and baby and influence on later caretaking
- III. Small-Group Discussion: Getting to Know Children
- A. Have parents form small groups or pairs to discuss their recollections of their attitudes toward the child during pregnancy.
 - 1. Do they recall dreams about the child?
 - 2. Do they recall talking to the child?
 - B. Did external family or work-related events influence attachment to the child?
 - 1. upsets or successes at work
 - 2. difficulties in extended family
 - C. Have parents noticed how their emotional reactions to the child during pregnancy shaped their attitudes toward the child after birth?
 - 1. physical characteristics of the child (for example, high activity level that made the pregnancy uncomfortable)
 - 2. illness or restrictions on activities during pregnancy
- IV. Alternate Discussion: Preparing for the Baby
- A. Promoting a healthy life style
 - 1. diet restraints
 - 2. exercise program
 - 3. rest and relaxation
 - 4. avoidance of medications or other possibly harmful substances, such as cigarettes and alcohol
 - 5. avoidance of exposure to illness
 - 6. avoidance of emotional stress
 - B. Preparation for labor and delivery
 - 1. take natural childbirth classes
 - 2. talk over experiences with other young mothers
 - 3. choose obstetrician and labor procedure
 - 4. choose pediatrician
 - 5. take parenting class

- V. Alternate Small Group Discussion
 - A. Self-preparation for pregnancy
 - 1. Are mothers satisfied with their pregnancies?
 - 2. Are there things they can do differently to make the time more enjoyable?
 - B. Experiences with professional help
 - 1. Are professionals meeting their needs?
 - 2. Can they find ways of meeting the needs they find are unfulfilled?
- VI. Discussion: Transition to Parenthood
 - A. Getting accustomed to limitations
 - 1. life style changes--mother does not have as much energy, must get more exercise
 - 2. possible decrease of sexual activity
 - 3. decrease of time and attention for other family members
 - 4. possible difficulties for mother and father
 - B. Building a network of support
 - 1. Mother and father have to learn to be very open about feelings and needs and to support each other even when reactions may not be the same.
 - 2. Look for people who can help with the extra work following the birth, by helping with housework or with the care of the baby.
 - 3. Develop interests that can include the presence of a small baby.
 - 4. Talk with friends who have young children, and learn about their successful ways of coping.
- VII. Discussion: Stress of Pregnancy and How They Influence the Attitude Toward the Child
 - A. Are parents aware how dissatisfactions with each other or work during pregnancy can influence the attitude toward the child?
 - B. Are parents aware how their feelings and attitudes influence each other?
 - C. How do (did) each father handle mother's remoteness during pregnancy? Was he resentful of children?
- VIII. Homework
 - A. Describe experiences with each child while pregnant with that child.
 - B. Examine similarity of attitudes toward the child before and after birth.
- IX. Review Questions
 - 1. In choosing both an obstetrician and a pediatrician, parents should choose someone they can talk to.

2. List five hazards of pregnancy to the unborn child:
 - a. (poor diet, radiation, RH factor, infections,
 - b. drugs, smoking, alcohol, environmental
 - c. factors)
 - d. _____
 - e. _____
3. The effect of harmful influences depends on the influence and (the time in the pregnancy it occurs).
4. Several different harmful agents can have the (same) effect, and one harmful agent can produce (several different) effects.
5. Three ways of getting information about the baby during pregnancy are:
 - a. (amniocentesis)
 - b. (ultrasound scanning)
 - c. (tests of mother's blood)
6. The (quality) of caretaking after birth can help compensate for birth defects like prematurity and anoxia. When parents are (supportive) and (stimulating), they help children overcome early defects.
7. One study divided expectant fathers into three groups:
 - a. (romantically oriented fathers)
 - b. (family oriented fathers)
 - c. (career oriented fathers)
8. In the (fourth or fifth) month, mothers begin to feel the baby move.
9. By the (seventh) month the baby is sufficiently developed to live if born and cared for with modern equipment.
10. Three methods of childbirth preparation are:
 - a. (Bradley, Lamaze, Marilus, Dick Read, Kitzinger)
 - b. _____
 - c. _____
11. Bonding refers to (the close physical contact that occurs right after birth between parent and child).
12. Bonding appears related to the child's later (language and intellectual development).

CHAPTER 6

THE FIRST YEAR OF LIFE

Outline for Classroom Presentation

- I. Review
 - A. Do parents find it useful to go back and relate pregnancy experiences and feelings to present attitudes toward the child?
 - B. If yes, how is this useful?
- II. Discussion: Individual Differences Among Babies
 - A. Nature of differences in babies
 1. Extent and variety of individual differences--energy level, speed of response, sensitivity to stimulation, intensity of response, ability to be soothed, need for sleep, amount of crying.
 2. When differences appear.
 - B. Harmonizing child care routines with individual characteristics of babies
 1. Some children need more sleep, others more activity.
 2. Some babies like to eat and others do not.
 3. Parent can use active listening to learn about their baby's unique qualities and to see how best to satisfy the child's needs.
 - C. Although individual differences exist, parents must have safety standards for behavior and babyproof the environment for all children--see Jay M. Arena and Miriam Bachar's Child Safety Is No Accident--so that no matter what the child's interest and style, the child is safe.
- III. Exercise One
- IV. Discussion: Crying
 - A. Child's crying
 1. Origins of crying--hunger, anger, fear, and so on.
 2. Ways of soothing.
 3. Importance of finding child's particular ways of being soothed.

- B. Applying a problem-solving strategy to crying
 1. Identifying the problem--parents need to realize they must be specific to find a solution.
 - a. Is the problem frequency or duration of crying?
 - b. Is it the time of day the child cries?
 2. Thinking of actions
 - a. If the problem is frequency or duration of crying, parents may want to consult pediatrician for ideas--infant may need cereal added to diet.
 - b. If it is the time of day, parents may want to rearrange adult schedule so crying will be less troublesome (for example, prepare dinner in early afternoon, so parent can hold the child when he cries at about five o'clock).
 3. Take action and try alternatives.
 4. Evaluate the results.
 - a. Is the solution workable for both parent and child? For example, child may be happy eating every two hours, but parent may not be happy feeding the child that often.
 - b. Is the solution effective for the long run as well as the present? Always entertaining the child when crying occurs may please the child in the present but does not help the child to gradually entertain herself.
 5. Start over and use another approach, if necessary.
- C. Parents' reactions to crying
 1. Hardest part of infancy sometimes is the child's crying.
 2. Do parents adapt to crying as child grows or they have other children?

V. Exercise Two

VI. Homework

- A. If the child is an infant, describe the individual characteristics that make the child unique, and describe when these characteristics began to emerge. If child is older, look at the child's outstanding characteristics and think back about when they became noticeable.
- B. Describe how the baby's unique qualities may have shaped your behaviors as a parent and how you have encouraged or discouraged these behaviors as the child has grown.

VII. Review Questions

1. Newborns are able to sense much of what goes on around them, and they learn to use (sensory) stimuli to get rewards.

2. Newborns appear preprogrammed to respond to human beings because they prefer to look at (human faces or figures like faces) and are most responsive to sounds in (the range of the human voice).
3. Growth proceeds according to three general principles:
 - a. (from head to foot)
 - b. (from the center of the body to the extremities)
 - c. (from gross activity to more refined activity)
4. According to Piaget, babies in the first year of life go through four stages of intellectual development.

Babies

 - a. (first, practice reflexes)
 - b. (second, practice simple behaviors like fingering a blanket)
 - c. (third, repeat an act to produce a change in the environment)
 - d. (fourth, use responses to achieve a goal)
5. Babies begin to have a social smile at (about six weeks).
6. In addition to smiling at faces, babies also smile when (they can make something happen).
7. Mothers and fathers play with babies in (different ways).
8. Babies at the end of the first year of life experience and express the following emotions: (anger, joy, anxiety or fear, surprise, and curiosity).
9. Parents who are (accepting, sensitive to baby's needs and establish harmonious routines and relationships) have babies who at one year are able to follow their mother's requests.
10. Toys that are most recommended for babies in the first year have the following qualities:
 - a. (provide opportunities for babies to investigate how they work)
 - b. (involve unique activities)
 - c. (reward creative activities)
 - d. (stimulate imitation in the child)
11. Stranger anxiety often occurs at (six to nine) months.
12. A child comes to understand the permanence of objects in (the first year).

Exercise One

- A. Have each parent imagine that he is a baby a few weeks old, lying on his back, hungry. The parent needs to imagine that he has a short attention span and cannot recall that food comes when he is hungry and cries. Have each parent try to describe what the child might feel.
- B. Have half the parents get down on their knees and walk around the room with the other half of the parents holding their hands, talking to them, and pointing things out.
 1. How does the world look at that height?
 2. How does it feel to be reaching up to hang onto someone?
 3. Reverse the roles and have the other half of the group get down on their knees and walk around.
- C. Discuss how active listening and paying attention may help parents to understand many aspects of their child's world.

Exercise Two

Parents read each situation and solve it using any strategy they choose. Then they describe in a group discussion how they used a problem-solving approach.

1. A five-month old baby who has been sleeping through the night now wakes up two or three times. What do you do?
2. A six-month old likes company and cries whenever he is left alone. What should you do?
3. An infant likes to eat every two hours. How do you handle this?
4. A newborn sleeps only ten to twelve hours a day. Is this a problem? What do you do?
5. As a baby gets older, she insists on feeding herself even though she gets most of the food all over herself. What do you do?
6. A baby is quiet and placid. When and what kind of stimulation might you provide?
7. An eight-month old bangs any two objects she can get her hands on. Does this mean she is aggressive? What do you do?
8. A nine-month old is afraid of strangers who come to the home or talk to him in the grocery store. Does this child have abnormal fears? What do you do?
9. A ten-month old climbs all over. What precautions must a parent take in babyproofing the house?
10. A three-month old has crying spells. How do you try to decrease them?

CHAPTER 7

THE TODDLER YEARS

Outline of Classroom Presentation

I. Review

- A. Describe how parents' views of infants may have changed as a result of previous week's discussion of individual differences in babies.
- B. Were parents better able to understand their infants as they tried to see the world through the infants' eyes?
- C. Did parents find they could be more responsive to their infants and older children when they looked for unique qualities, special likes and dislikes?
- D. How does a problem-solving strategy work in approaching problems during the toddler years?

II. Discussion: Setting Limits

- A. Importance of parents' beliefs in need for limits
 1. If parents are not convinced, they will be hesitant in setting limits with children, or they will show by their voices, gestures, or expressions that the limits are uncertain and can be pushed.
 2. When parents are unsure, children tend to ignore them.
- B. Techniques for setting limits
 1. Set broad limit and give child option within it.
 2. Child may not like or enjoy limit but can conform behavior to it.
 3. State rules briefly and in positive form: "Pillows are for hitting, people are not" or "Ball throwing is done outside."
 4. Give limits in impersonal way: "Bedtime is at eight o'clock in our house."
 5. Prepare child for limit: "In ten minutes I'll call you for dinner" or "After your bath, we will have a story and then you will go to bed."
 6. Give the child as much independence as possible.
- C. Raise the question of consistency
 1. Review the positions of behaviorists, Dreikurs, and Gordon.
 2. All agree on consistency with safety limits.

- D. Review the findings of Goodenough on the qualities of parents whose children had few temper tantrums and the qualities of those whose children had many.

III. Discussion

- A. Have parents present their problems in setting and enforcing limits. Have them break into pairs or small groups to discuss a problem and how they might set limits more effectively.
- B. Have them share successful limit setting experiences
 - 1. Are there common patterns to successes?
 - 2. Do parents find Ginott's principles for setting limits useful?

IV. Discussion: Issues of Safety

- A. Recommend that every parent buy a copy of the paperback book, Child Safety Is No Accident by Jay M. Arena and Miriam Bachar. This contains safety precautions for children of all ages and describes how to safety-proof the environment and also how to teach children safety rules.
- B. Three considerations in safety matters are:
 - 1. the child's age
 - 2. the hazards present in the situation
 - 3. safety measures possible
- C. Discuss in detail factors associated with children's accidents (pp. 7-8 of Child Safety Is No Accident):
 - 1. hunger or fatigue--many accidents occur before meals, in late afternoon or before bedtime
 - 2. hyperactivity
 - 3. change in mother's physical condition--illness, pregnancy, menstruation
 - 4. new child-care person in charge
 - 5. marital problems
 - 6. illness or death in family
 - 7. sudden change in child's environment
 - 8. mother busy--Saturday is the worst day for accidents, particularly 3:00 to 6:00 P.M.
 - 9. unrealistic expectations of what children can do

V. Exercise One

- A. Have each parent describe to small group, or to one other person, the accidents parents or children have had.
- B. Analyze the accidents to see whether the factors listed above were involved.
- C. Have parents describe to each other the safety rules they teach their children.
- D. Discuss how parents are safety models for their children.

VI. Homework

- A. Keep a log of limits set for children during the week. Write down how limits are set (see Form 7-1 at the end of the chapter).

1. Note when conflicts are most likely to occur--at what time of day and in what kind of situation.
2. Look for patterns and see if any conflicts can be prevented.
- B. Do a safety check of your home and the child's environment
 1. Read the appropriate sections of Arena and Bachar. Then walk through your home, look at each room, and change what needs to be changed for safety.
 2. Examine all areas the child goes into regularly--in your home, friends' homes, and relatives' homes--to determine what safety regulations you need to establish.
 3. During the week, observe whether you are teaching and modeling safety rules.

II. Review Questions

1. In the toddler years, Piaget believes children direct their interest to the (properties) of external objects, and they become curious (scientists) in investigating how objects in the world work.
2. Piaget believes that at about two years, children develop (mental representations of objects and events), so they are not tied to the sensorimotor elements of experience.
3. White says that toddlers spend time in quiet activities like: (give two) (staring, idling, passing time).
4. Give three family factors that are related to enhanced language development:
 - a. (strong emotional ties to the mother)
 - b. (mother's time spent talking to the child and responding to what the child says)
 - c. (encouraging child to explore and play in setting where there is also structure)
5. Children's early language communications are (telegraphic) and omit words like (an), (of), and (the).
6. When parents establish secure attachments to toddlers, toddlers are more likely to be: (curious, able to attack problems vigorously, accept help when needed, less aggressive).
7. List three ways in which mother's behavior changes as toddlers become more independent:
 - a. (have less physical contact, do less caretaking,
 - b. give less social stimulation, serve as mediators
 - c. with the environment and show child how to interact with toys, set more limits)
8. As toddlers increase their expressions of anger, they also increase expressions of (empathy, sympathy).

9. List three guidelines for determining children's readiness for toilet training:
- a. _____
 - b. _____
 - c. _____
10. List the four factors common to all methods of toilet training:
- a. (take account of child's readiness)
 - b. (teach steps in the process through observation or instruction)
 - c. (remain calm and detached)
 - d. (no punishments for accidents)
11. White advises mothers not to become the child's (all purpose tool) .
12. To help a child deal with the birth of a new sibling, parents can build the older child's (self-esteem and sense of competence) .

CHAPTER 8

THE PRESCHOOL YEARS

Outline of Classroom Presentation

I. Review

- A. What difficulties have you had in setting limits?
- B. Do you notice any particular times when conflicts are most likely to arise?
 - 1. Can you modify the environment or routine to prevent these? For example, if conflicts occur when children are hungry, can they have a snack? If conflicts occur just before dinner, can children have vegetable juice as an appetizer to reduce hunger?
 - 2. Can you modify your own behavior--your tone of voice or way of setting limits--to minimize conflicts?
- C. Safety check
 - 1. As you examined your home and the child's environment, what did you find?
 - 2. Are you a good safety model?

II. Discussion: Teaching Children

A. Teaching techniques

- 1. Now is an excellent time to show children how to participate in family activities and self-care.
- 2. Review behaviorists' concept of shaping behavior and Dreikurs' ideas on the importance of teaching children what you want them to do.
- 3. Demonstrate how parents can teach children to get their own cereal or make a sandwich:
 - a. Break the process into several small steps:
First we get the cereal box and then a bowl and spoon, and then we pour the cereal in the bowl. Then we get the milk and very carefully pour the milk on the cereal. And then we can eat it.
 - b. Be sure to verbalize the steps to the child as you demonstrate each one.
 - c. Praise the child in specific terms for the accomplishment.

- B. Review Meichenbaum and Goodman's ideas about teaching children to guide their behavior by verbal self-instruction:
 - 1. Describe the say-do sequence that is like the dialogue used in shaping the child's behavior.
 - 2. Point out how the child internalizes the parent's instructions and then can give the same instructions to herself.

III. Exercise One

- A. Have parents divide into pairs. Each parent describes something he wants to teach the child, and he decides how he will:
 - 1. Break the act into small, double steps.
 - 2. Verbalize the process to the child as he demonstrates it.
 - 3. Give praise as the child performs the process.
- B. Share these plans with the larger group.

IV. Discussion: Fears

- A. Recommend that parents read Benjamin Wolman's (paperback) Children's Fears.
- B. Nature of fear
 - 1. It is a natural emotional reaction that helps individuals mobilize energy to cope with what is seen as a threat.
 - 2. Fears are natural part of growing up. The content changes with age.
- C. Do's and Don't's for parents (Wolman, pp. 105-106)
 - 1. Don't: ignore fears, overprotect the child, reject the child or threaten abandonment, ridicule the child, or involve the child in your own fears.
 - 2. Do: serve as a strong, friendly model, build the child's faith in herself, help the child realize you will always care for her, listen to her fears but try to explain reality, give the child a chance to deal with fears independently and actively.

V. Exercise Two

- A. Have the parents divide into pairs. Each person should then recall a fear from her own childhood and how that fear was dealt with.
- B. Have parents look for common patterns of successful coping techniques--for example, watching a friend perform a fearful act, having a friend describe how he handled the fear.

VI. Homework

- A. Have each parent select a behavior to teach his child in the following week.

- B. Parents should observe or talk with children and see whether children have fears the parents are unaware of. Parents should then decide how they can help their children handle fears, and they should try the approaches they have chosen.
- C. Use Homework Form 8-1 to record your efforts and observations.

VII. Review Questions

1. Age (three) is a pivotal year in language development. Before this age, children's speech concerns (themselves, their needs and wishes). After this, their speech concerns (peers and other people and interactions concerning them).
2. Observations of the behavior of nursery school children indicate that the majority of interactions between children are (friendly), and only a small minority are (aggressive, demanding), or (whiny).
3. Many children invent (imaginary companions) to fill a social need.
4. Preschoolers often think that people's actions are (intentional, within their control). They do not think accidents occur.
5. The term "family romance" refers to (the boy's romantic interest in the mother and the girl's romantic interest in the father).
6. Problems with eating and sleeping are often handled by having (regular, structured) routines the child can follow.
7. Most professionals believe the best way to handle excessive masturbation is to (encourage other activities).
8. Hyperactive preschoolers are often (hyperactive) at ages seven and eight.
9. When parents (overprotect) children, children often become dependent.
10. Children's language development is helped when parents (take an interest in what the child says and does, encourage exploration and play with toys).
11. Nursery schools help children (relate to peers).
12. Parents can help children be sharing and caring individuals by being (models of such behavior).

CHAPTER 9

THE ELEMENTARY SCHOOL YEARS

Outline of Classroom Presentation

I. Review

- A. How did teaching a child go?
 - 1. Were you encouraged, discouraged?
 - 2. What did you learn from it?
 - 3. What were the problems and successes?
- B. Did you learn that your children have fears you knew nothing about?
 - 1. Were you able to help them handle their fears?
 - 2. What techniques were most useful?

II. Discussion: Aggressiveness in Children

- A. Aggression takes many forms--hitting, teasing, humiliating, ridiculing. And it can be directed against many different targets--brothers, sisters, parents, peers in the neighborhood, friends at school.
- B. Review the ideas of:
 - 1. Ginott
 - 2. Gordon
 - 3. Dreikurs
 - 4. Patterson
- C. Focus on Patterson's steps:
 - 1. record what the child has done and how often
 - 2. reward positive behaviors
 - 3. consistently punish negative behaviors
 - 4. hold contracting sessions

III. Small Group Discussion: Aggressiveness in Children

- A. Get parents to give examples of aggression in their children and how they handled these situations.
 - 1. Were they satisfied with their handling?
 - 2. How could they have done it differently?
- B. Have parents examine their own behavior and see if they unknowingly reward negative behaviors by giving in or by giving extra attention.

IV. Discussion: Television

- A. Encourage parents to read Marie Winn's The Plug-In Drug.

- B. Discuss changes in children's and adults' lives as result of TV:
 1. Children spend less time in reading, playing, and creative activities.
 2. Children and adults spend more time in passive activities.
 3. Parents use TV as a babysitter.
 4. Parents have less reason to interact with each other and their children.
 5. Sibling fighting is reduced if the family has more than one TV set.
 6. Conversation decreases and verbal skills drop.
 7. Children and adults become used to violence.
 8. Children and adults are able to be present at world events of significance.
- C. How can parents get the benefits of TV and minimize the disadvantages?
 1. Limit the time watched to one hour a day.
 2. Make TV viewing a social occasion. Watch as a family and critically discuss the program after it is over.

V. Small Group Discussion: Television

- A. What would happen in your family if TV were banished?
 1. How would parents feel with no TV?
 2. Would the family be closer? Or would there be a period of adjustment followed by greater closeness?
- B. What activities would take its place?

VI. Homework

- A. Keep a log (use Homework Form 9-1) of children's physical and verbal aggression and your responses as you try to change the aggression.
 1. If there is a lot of aggression, pick just one aggressive behavior to monitor.
 2. Note whether aggression decreases as parent's responses change.
- B. Eliminate TV in your home for one weekday evening when everyone is home and on Sunday.
 1. Describe how family members spend their time when there is no TV.
 2. Describe the feelings of family members, as far as you can tell.

VII. Review Questions

1. Girls begin their growth spurt about (two to three years before) boys do.
2. Early maturing girls were described as (less popular, less sociable, less cheerful, less poised, less expressive, more submissive and withdrawn), while early maturing boys were described as (popular, outgoing, happy, self-confident, leaders among peers).

3. Piaget believes that at about age (seven) children move into the stage of concrete operations. Give several characteristics of this kind of thinking:
(thinking more logically, formation of classes, counting, less focus on own perceptions and more interest in characteristics of objects).
4. Children's test scores and grades increase when teachers are:
 - a. (warm and encouraging)
 - b. (stimulate children to participate actively in mastering material)
 - c. (set high standards)
 - d. (give recognition for work well done)
5. Popular children in the elementary school years are:
 - a. (not bossy)
 - b. (don't fight)
 - c. (don't get angry with other children)
 - d. (are friendly and good sports)
 - e. (are adaptable, outgoing, and persevering)
6. When children are eight and nine, they describe themselves in terms of (their physical features and possessions, their abilities to do things). But as they get older, they describe themselves in terms of (their psychological traits).
7. List and briefly describe Kohlberg's three levels of moral development:
 - a. (premoral--individual acts to avoid punishment and gain reward)
 - b. (conventional--individual conforms to the rules and regulations laid down by authorities)
 - c. (principled--individual acts to satisfy a set of internal standards concerning fairness and justice)
8. Children report being upset by events such as:
(losing a parent, going blind, being left back, wetting in class, parental fights).
9. Learning disabilities are often accompanied by behavior problems such as (hyperactivity, poor attention span, inability to delay action).
10. Isolated children can be encouraged to become more active socially by coaching that teaches children how to:
 - a. (participate in group activities)
 - b. (cooperate in play)
 - c. (communicate with partner)
 - d. (validate and support peers)
11. Dreikurs' unique suggestion concerning siblings who disrupt the family is (to punish all children when one misbehaves).
12. Parents are advised to encourage a broad array of interests for boys and girls because a broad range is related to (intellectual effectiveness and psychological stability in adulthood).

CHAPTER 10

ADOLESCENCE

Outline of Classroom Presentation

I. Review

- A. Were parents able to decrease children's aggressiveness?
 - 1. What techniques led to success?
 - 2. When did problems occur?
- B. How did the family behave without TV for an evening and Sunday?
 - 1. Was family functioning essentially unchanged?
 - 2. Did family members complain? Did they find themselves at loose ends?
 - 3. Was the family closer together?

II. Discussion: Complicating Factors in Adolescents' Problems

- A. Usual problems of adolescence are compounded by behavior prior to adolescence:
 - 1. Behavior adaptive to childhood and family setting is no longer useful. The dependent child who has been overprotected by family will have even harder time becoming independent and may make more mistakes than the average teen.
 - 2. The person with a poor school record and few interests in childhood will find it hard to select a vocational goal. The bright student who never had to work for grades may have trouble when more is demanded, because she may suddenly feel stupid and have problems with poor self-image.
- B. Discuss Elkind's point that adolescents may try to pay parents back for previous unbalanced treatment:
 - 1. Teen-age boy who had little freedom and independence earlier may refuse to abide by curfew when he is a teen-ager.
 - 2. Girl who has earlier been pushed to excel academically may refuse to do school work as a teen-ager.
 - 3. Boy who has little warmth and attention from professional father may seek male companions from auto racing group.

- C. Parents must look at the child's present behavior and feelings, but solutions may have to incorporate understanding of the effects of the past.
 - 1. The bright girl who feels stupid may need coaching and encouragement about studying.
 - 2. The poor student with few vocational interests may need work experience to help him select a career.
- D. Parents' reactions to the nature of problem
 - 1. Vaillant points out that parents often rework their own adolescent problems in reaction to what their children are doing. For example, the man who was rebellious as a teen-ager may rework these feelings as he sees his son behaving in a rebellious way toward authority.
 - 2. Teen-agers can stir parents' feelings when they are either the same as parents were at that age or very different. For example, parents who controlled their impulses as teen-agers may not understand why their children cannot do the same.

III. Small Group Discussion

- A. Have parents divide into pairs and discuss the origins of a single problem of one of their adolescent children.
- B. What earlier behaviors were the forerunners of this problem?
 - 1. How can parents act to help adolescents solve the problem?
 - 2. If they cannot change their teen-agers, are there ways parents can modify their own behavior?
- C. Have parents share with the larger group ways they can modify their behavior with respect to teen-agers.

IV. Discussion: Serving as Consultant

- A. A major form of influence with teen-agers is being a consultant, but parents must really try to consult, not dictate or order.
- B. To be a successful consultant:
 - 1. Have a discussion when you are fully informed concerning all points of view on the topic, not just your own.
 - 2. Discuss issues when you both really have time to talk.
 - 3. Look at the situation from your teen-ager's point of view; use active listening to draw out the child.
 - 4. Respect your child's point of view even if you cannot share it; assume the child arrived at this view on the basis of some experience and knowledge, so be sympathetic with the child's opinions.

5. Start by describing an area of common agreement. For example, to a child who does not want to go to college when you think she would learn a lot: "We both agree that it is important to feel happy and productive as adults." And then you can continue with the area of disagreement, "And I think you would learn so much that could help you find the kind of work you would like." The child may then go on and say why she does not think that is the best way to achieve the goal. But you are both discussing the matter, and you are presenting your views.
 6. Ask questions and let the teen-ager do much of the talking. In the above situation, a parent might say after the initial statement about being happy and productive, "How do you think you can best do this?"
 7. Always admit if you have made a mistake or have inaccurate information.
 8. Always express appreciation of and agreement with the positive features of your child's behavior or attitudes.
- C. Talk briefly about teen-agers' feelings about a generation gap. Point out that teen-agers want to hear parents' views and values as long as those are not expressed as commands.
- V. Small Group Discussions
- A. Talk about the areas in which parents want to be consultants.
 - B. Talk about the difficulties of being a consultant.
- VI. Homework:
- A. Look at your children's behavior of concern to you and see if they are trying to redress imbalances of previous parenting behaviors. Use Homework Form 10-1 at the end of the chapter.
 - B. Serve as consultant on some subject important to your teen-ager--sexual behavior, alcohol use, getting a job, college attendance. Use Homework Form 10-2 at the end of the chapter.
 1. Before the talk, list the points you want to make.
 2. Show how you used the above rules for being an effective consultant.
- VII. Review Questions:
1. Physical changes often include (hormonal) changes that can lead to sudden ups and downs in mood.
 2. Piaget describes the adolescent years as a time when the individual enters the stage of (formal) operations or mature thought.

3. Adolescents become concerned about (moral) issues and abstract concepts of (justice, equality) .
4. The process of forming an identity requires adolescents to:
 - a. (separate from parents)
 - b. (form strong ties with peers)
 - c. (establish relationships with opposite sex)
 - d. (choose and pursue career goals)
5. Adolescents who are very peer oriented may turn to peers because parents seem (uninterested in them) .
6. Girls are thought to go through three stages in beginning to date:
 - a. (in preadolescence, they are anxious about the prospect of dating)
 - b. (in early adolescence, they wonder if they will measure up to standards of femininity)
 - c. (in late adolescence, they begin to feel comfortable)
7. One teen-age girl, Tina deVaron, described the basic problems in adolescence as (controlling intense and variable emotions like anger and learning to interact effectively with others in a variety of situations) .
8. Philip Zimbardo makes several suggestions for helping children avoid shyness. List three:
 - a. (parents express love and emotional support to children, encourage children to express thoughts and feelings, to be independent and active in projects, help children learn that mistakes are not serious, help them feel comfortable alone, encourage them to reach out to others, and role play problem situations)
9. Parents are encouraged to grant their teen-agers freedom of choice in: (clothes, entertainment, and choice of friends) .
10. One survey found that college students received about (15) percent of sex information from parents.
11. Adolescents who feel little respect, warmth, or consideration for parents are (fewer in number, rarer) than parents might expect.
12. Teen-agers' behavior often stimulates parents' personal growth because (adults often rework old conflicts as they see and interact with teen-agers who are going through adolescent problems) .

Homework Form 10-1 Observation of Behavior

Child's specific behavior of concern at present: _____

What are the previous links in the chain of this behavior? _____

Do these previous behaviors suggest ways I can interact with the child now to help resolve the problem? _____

Is the child trying to redress previous imbalances in child-rearing practices? If so, how can I react most helpfully? _____

Homework Form 10-2 Serving as a Consultant

Consultant on the topic of _____

Sources of information

Main points I wish to make (number these in order of importance).

Date and time of consultation _____

CHAPTER 11

PARENTING/WORKING

Outline of Classroom Presentation

- I. Review
 - A. Was it helpful to look at teen-agers' problems in terms of their childhood origins?
 - 1. Did this process suggest new ways to handle the problems?
 - 2. Did it only confuse you?
 - B. What were the results of being a consultant?
 - 1. Did you have trouble finding the information you needed?
 - 2. Were some rules more helpful to you in your role as a consultant than others?
- II. Discussion: Maternal Guilt and How to Handle It ("maternal" guilt is often a problem for fathers, too)
 - A. Sources of guilt
 - 1. being away from children or not devoting as much time to them as parent would like (primary guilt)
 - 2. having fewer family and recreational activities than parent would like
 - 3. having less time for husband (or for wife)
 - 4. having less time than parent would like for care of house, cooking
 - 5. having expectation of being superparent who will combine marriage, children, work, community activities effortlessly
 - B. Effects of maternal guilt
 - 1. effects on children
 - a. indulgence of children--"We have so little time with them I hate to spend that time disciplining them"
 - b. feeling angry and irritated with children because you're not able to do all you would like for them--they remind you of what you perceive as your shortcomings
 - c. withdrawing from children for same reason

- C. Ways of handling guilt
 - 1. working less than fulltime when children are young and mother is most likely to feel guilty
 - 2. reading research reports and being aware that you can compensate for problems that arise (for example, more talking at home to avoid slower language development)
 - 3. following Redl's advice (in Chapter One) for reducing guilt
 - 4. choosing a work setting that allows maximum contact with children, working at home, working only during children's school hours
 - 5. setting priorities--eliminate some household tasks, buy labor-saving items like easy to care for clothes and simple foods
 - 6. having fewer formal social activities
 - 7. not blaming all family problems on mother's working
 - 8. setting up cooperating family unit
- III. Small Group Discussion: Have parents divide into pairs to discuss topics and then share with the larger group
 - A. Do mothers feel guilty?
 - 1. Are there other sources of guilt besides those mentioned?
 - 2. Do parents see other effects of guilt besides those mentioned?
 - B. How do parents handle feelings of guilt?
 - 1. What do mothers do?
 - 2. What do fathers do?
- IV. Discussion: Cooperating Family Unit
 - A. Benefits
 - 1. This can be the main way to gain time for other family activities.
 - 2. Children grow in self-esteem, competence, and sense of social belonging when they contribute to family functioning.
 - 3. Parents learn valuable information about children's skills and personalities as they work together.
 - B. How to set one up: Follow rules in Boxed Insert 11-6 in textbook.
 - C. Reemphasize that cooperating family promotes genuine encounters between parents and children and provides quality time for all family members.
- V. Small Group Discussion
 - A. Do parents share responsibilities?
 - B. What would make sharing easier?
 - C. Have parents learned shortcuts for creating more family and couple time?

- D. What is the ideal of each parent with respect to the kind of family life he or she would like? How close is the family to the ideal?

VI. Homework: Keep a log of how much quality time is spent with each member of the family. Use Homework Form 11-1.

VII. Review Questions:

1. Women are returning to paid employment in increasing numbers because:
 - a. (role as childbearer and caregiver is reduced)
 - b. (women live longer and have more time to work)
 - c. (inflation has produced need for higher income)
 - d. (more people are separated or divorced)
2. Women work primarily to (earn money)
3. Infants in substitute care show (little) disruption in their emotional ties to their mothers.
4. The major drawbacks of substitute care for very young children appear to be (decreased verbal responsiveness and somewhat more aggressiveness)
5. When children are adolescents the effects of mothers' working are primarily (positive) for boys and girls.
6. Major kinds of substitute care are:
 - a. (individual or relative cares for child in the home)
 - b. (family day care)
 - c. (day care centers)
7. Many fathers report they gain in emotional (perceptiveness, expressiveness, and closeness) as they care for their children, and many fathers try to include children in their work.
8. When at work, parents can keep in touch with children by: (telephone, taped message, post cards, notes left at home)
9. Reentry Frenzies are reduced when parents (can give some time to children shortly after they return home)
10. Briggs defines a genuine encounter as ("focused attention on the child . . . attention with a special intensity born of direct, personal involvement, open to the particular, unique qualities of the child")
11. Ways of strengthening the marital tie are:
 - a. (include your partner in professional relations when possible)
 - b. (devote time to individual interests)
 - c. (accept partner as he or she is, enjoy the positive qualities)
 - d. (appreciate your partner's accomplishments)
 - e. (please the partner)
 - f. (develop physical closeness)
 - g. (take time to plan for the future)

12. Ways mothers can be good to themselves are:
- a. (keep up friendships)
 - b. (develop ways of easing the transition to home)
 - c. (learn their own signs of stress and pay attention to them)
 - d. (discover stressful times of the day and find ways of relieving tension)
 - e. (develop tension reliever like yoga or other exercise program)

CHAPTER 12

SINGLE PARENTING

Outline of Classroom Presentation

I. Review

- A. Have parents found they are better able to handle maternal guilt?
 - 1. What techniques have been successful?
 - 2. What techniques have proved useless?
- B. Have parents been better able to put into action the guidelines for a cooperating family unit?
 - 1. What are the benefits of working together? Is it hard to see how spending more time to teach children or to practice chores with them will give you more time in the long run?
 - 2. Are you willing to put in the effort to make the unit run smoothly? If not, why not?
 - 3. Do you or will you have more time as a family? What will you do with the additional time?

II. Discussion: Grief and Mourning When Family Unit Disrupted

- A. Children's reactions to the end of the family unit
 - 1. stages of protest or denial, emotions of anger, sadness, fear, depression, and finally working through and accepting the event
 - 2. differences between death and divorce
 - a. in death, the separation is permanent and uncontrollable
 - b. in divorce, children still see both parents and often hope parents will get back together; also, the situation appears controllable, because parents do not have to get divorced if they do not want to
- B. Ways of handling reactions
 - 1. being sensitive to child's feelings, using active listening, and sharing your own reaction to the events
 - 2. giving factual information to reduce fears and anxieties--children are not to blame, members of the family will be cared for, both divorced parents still love the child

3. maintaining as much family structure and routine as possible as new units are established
 4. committing energies to meeting children's needs for stability and fair visitations
 5. being sensitive to one's own needs and to the children
- C. Working through the grief
1. The ability to mourn and grieve for the old unit will enable parents and children to develop a new, satisfying life, but time is required. If feelings are denied or bottled up, problems may develop.
 2. Many changes that will occur must be seen as stresses for all family members.
 - a. Relationships among family members change and each person's role changes.
 - b. Parent with children must be both mother and father every day as well as bread earner. Children and parents must adjust.

III. Small Group Discussion

- A. What have been the experiences of group members in working through grief?
 1. How long did it take?
 2. What facilitates the working through?
- B. What are the typical problems with children?
 1. Do children become depressed? angry at one or both parents? withdrawn? fearful?
 2. Do parents take out their hostility toward each other on the children, because the children won't or can't fight back? Do parents express the tension and irritability they feel toward children?
 3. Do children seem to act out and test limits when a death or divorce occurs?
 4. What kinds of questions from children are hard to answer?

IV. Discussion: Going It Alone

- A. Tremendous responsibilities of the single parent
 1. earn money, run home
 2. oversee the care and growth of children
 3. be both emotional caregiver and firm establisher of limits
 4. create a new social life, and often a new work life
 5. in general, be a jack or jill of all trades
- B. Building a support network to cope with going it alone
 1. creating a support system of family, friends, and hired help to pitch in when needed
 2. compensating for being a single parent by seeing a child gets experiences with individuals of opposite sex
 3. sharing responsibilities within home with children

4. using work and play activities with children as ways to know and enjoy each other's company
5. finding some time for rest and relaxation and enjoyment of your own pursuits
- C. Establishing a special relationship with children
 1. children cannot compensate for the loss of a partner, but a special closeness between child and parent does develop in single parent families because responsibilities are shared and children are relied on
 2. while a certain amount of closeness is natural, too much makes the child reluctant to have independent activities.

V. Small Group Discussion

- A. Are single parents able to handle all their responsibilities?
 1. Which responsibilities are hardest to meet?
 2. Which ones do single parents find themselves neglecting?
 3. Which ones do they enjoy?
- B. Family changes
 1. Do parents find they are changing, growing and developing new qualities as they meet the challenges? How?
 2. Are children growing and changing? How?
- C. Can parents think of improvements they can make in their support systems?
 1. Can they barter services to get help they need?
 2. Can they improve child care arrangements?
- D. Have parents developed a special closeness? Are they able to see the child's needs as separate from their own?

VI. Homework: Keep a daily log and examine the pressure points you, as a single parent, experience each day. Use Homework Form 12-1 at the end of the chapter.

- A. Do you see common patterns--are certain times of the day or certain days the worst?
- B. What can you do to reduce the pressure points?
- C. Do you take time to relax when pressure is great?

VII. Review Questions

1. List the main causes of single parent families:
 - a. (death)
 - b. (divorce or separation)
 - c. (having a child when unmarried)
 - d. (adopting a child when unmarried)
2. Statisticians predict (40 or more) percent of children will spend at least some time in their growing-up years in single parent families.
3. Divorced women report (more) difficulties in reestablishing a happy social life than divorced men.
4. Knowing about the (grieving) process does not reduce grief, but it does give hope to individuals that they can be happy in the future.

5. List four reactions children often have to the death of a parent:
- a. _____
 - b. _____
 - c. _____
 - d. _____
6. In the event of a divorce, parents need to reassure children that:
- a. (both parents still love them)
 - b. (both parents will see and care for them)
 - c. (the divorce was not the children's fault)
7. Children in the age period (five to seven) often have great difficulty dealing with divorce, because they are mature enough to understand what is happening but not independent enough to arrange activities that will bring them relief.
8. When parents (cope well with the divorce), they help children handle the stress of the divorce.
9. Studies suggest that the effects of father absence are most noticeable when boys are in the age period of (two to five) and girls are in the age period of (the adolescent years).
10. The single father without custody may have the greatest difficulty relating to children when they are (infants), because most have not learned the skills of parenting for this period.
11. In explaining death and divorce to children, parents should be as (honest) as possible.
12. When divorced parents disagree on discipline, they are best able to handle the differences when they (can accept them).

CHAPTER 13

STEPPARENTING

Outline of Classroom Presentation

I. Review

- A. Did parents find keeping the log useful?
 - 1. Did parents have any surprises about when the pressure points occurred and what they were?
 - 2. Do parents see ways to minimize stress in their lives?
- B. Does understanding stages of grief help parents to understand themselves and their children?
 - 1. Are they surprised by how long it takes to work through the process?
 - 2. Do parents find differences in the ways different children go through the grief process?
 - 3. Do parents find it difficult to be calm while listening to children's questions and responding to them?
 - 4. What is the hardest part of the grief process?
- C. As parents think about their support systems, do they find new ways to strengthen their supports?

II. Discussion: The Special Ties in Stepfamilies

- A. The formation of satisfying and close emotional ties between stepparent and child is a major factor in the success of the marriage and one of the biggest rewards in a blended family.
- B. Discuss Brenda Maddox's comment that "My own particular reward has been to help two people who are nothing like me to be more like themselves." This is what all parenting, perhaps all relationships, are about.
- C. How do the bonds grow between stepparent and child?
 - 1. Commitment between parents form the foundation.
 - 2. Stepparents seek genuine relationships, in which children's unique and special traits are recognized and acknowledged.
 - a. Learn about the children's lives before you meet them.
 - b. Find activities you can share enjoyably.

3. Be patient and do not become frustrated if ties are not formed immediately.
 4. Be open and honest when difficulties arise--do not try to disguise, deny, or ignore feelings that bother you.
- D. Avoid unrealistic expectations of yourself and of the children.

III. Small Group Discussion

- A. In situations experienced by group members, how have relationships between stepparent and child been formed?
 1. Does any one thing that the stepparent did make a lasting impression on you?
 2. Do many children feel as Erma Bombeck did, idealizing a father who was not present, upset with one who was?
 3. How do mothers handle their feelings when children get angry with a stepfather for discipline? How does the stepfather feel when children run to their mother?
- B. Do stepparents in the group have any advice for new stepparents?
- C. What would they do differently to promote easier adjustments, if they could go back and do it all over again?

IV. In-Depth Discussion: The Many Sources of Problems in Stepfamilies

- A. There are more people involved and many more competing interests.
- B. Resources like money and time have to be shared among more people.
- C. Discipline is largest problem:
 1. role of stepparent
 2. handling conflicts
 3. special problems
- D. Solutions
 1. Discuss issues and arrive at general agreement, before marriage or as soon as possible afterward.
 2. Accept each family member's point of view as real and valid and try to find solutions that meet the needs of all family members.
 3. Review the Vishers' guidelines for stepparents (in boxed insert in text).

V. Small Group Discussion

- A. How do parents evaluate the Vishers' guidelines?
- B. Are there major problems not mentioned in that list?
- C. Do stepparents feel they initially had unrealistic expectations of themselves and their children?
- D. How hard is it to be patient and take the time required to build relationships and work out difficulties?

VI. Homework: Keep a log of the daily contacts you have with stepchildren that are genuine encounters. Use Homework Form 13-1. Do you see things you can do to promote more of these interactions? Do they occur around a particular activity or activities? Do you approach children in a special way?

VII. Review Questions

1. What are the six reasons Dodson lists for difficulties in stepfamilies?
 - a. (no long-standing ties exist to compensate for mistakes)
 - b. (blended families are more complex, have more people)
 - c. (members may have more feelings of jealousy and ambivalence)
 - d. (both parents and children are haunted by previous marriages)
 - e. (former spouses may present problems)
 - f. (there are no clear guidelines for being a stepparent)
2. Most professionals believe that in the stepfamily the couple bond should be (the primary one).
3. Practical problems, such as where the family will live, can be resolved in the (anticipatory) period.
4. Children should be informed of the wedding when (parents have made the decision to marry).
5. Gould describes three factors that influence the process of forming rapport. They are:
 - a. (children have divided loyalties)
 - b. (trust is not quickly established)
 - c. (respect does not occur automatically)
6. Gardner advises the parent to say honestly to children that the new husband or wife is not interested in children generally, so that the children (do not build up unrealistic expectations and blame themselves when relationships are not strong).
7. A stepfather whose biological children live with their mother may want to spend time with his children in (activities away from the blended family).
8. (Discipline) is often the single biggest issue in stepfamilies.
9. (Adolescent) children are least able to accept a new parent's limits.
10. Rules in a stepfamily must be established (quickly), and this can best be done in (family councils).

11. Meiselman identifies high-risk families for incest as having one or more of the following components:
- a. (alcoholic and violent father)
 - b. (mother who is away, ill, depressed, passive)
 - c. (older daughter who has adult responsibilities)
 - d. (parents who do not have satisfying sexual relationship)
 - e. (father and daughter spend too much time together)
 - f. (any condition that results in poor self-control of the adult)
 - g. (previous incest in the family)
 - h. (lot of physical affection between adult and child)
12. The (security) of the child must be immediately arranged in the event of incest, and some form of counseling must be instituted to help (parents and children, all members of the family).

Form 13-1 Daily Log of Genuine Encounters

CHAPTER 14

INNER AND OUTER RESOURCES

Outline of Classroom Presentation

- I. Review
 - A. Does family life run more smoothly when parents focus on genuine encounters with children?
 - B. Do parents find that establishing emotional ties is the basic task, or is it something else?
 - C. Have discipline problems improved as parents recognize sensitivity in this area?
- II. Discussion: When to Seek Professional Help
 - A. Assessing problems
 1. Describe criteria of
 - a. intensity
 - b. duration
 - c. frequency
 - d. problems that prevent development
 - e. dramatic change in behavior
 - f. behaviors that are not age-appropriate
 2. Mention specific kinds of problems
 - B. Sources of help
 1. professionals
 2. family therapy as resource when parents are concerned but children are not
 - C. Are "problems" the result of unrealistic expectations of children by parents?
 - D. Are parents bothered by something in their own lives?
- III. Small Group Discussion
 - A. Have parents gone for help or thought they should?
 1. Where? When?
 2. What common problems motivate parents to seek help?
 - B. What kind of help has been most useful?
- IV. Discussion: Read the story that follows to the class. Then have the parents separate into small groups to discuss what they learn from the article. Even teen-agers can be very narrow in their views of a parent, focused on their own needs

and unappreciative of what parents do. The boy remembers most vividly the time his mother failed but handled her failure. A parent's most valuable gift to a child may not be that of being a perfect parent, but of being an adult who deals with difficulties by continuing to do her best. The final outcome is not as important as the opportunity the child has to see the parent as a living, breathing, human being who has difficulties but works to deal with them.

THE DAY MOTHER CRIED

By Gerald Moore

Coming home from school that dark winter's day so long ago, I was filled with anticipation. I had a new issue of my favorite sports magazine tucked under my arm, and the house to myself. Dad was at work, my sister was away, and Mother wouldn't be home from her new job for an hour. I bounded up the steps, burst into the living room and flipped on a light.

I was shocked into stillness by what I saw. Mother, pulled into a tight ball with her face in her hands, sat at the far end of the couch. She was crying. I had never seen her cry.

I approached cautiously and touched her shoulder. "Mother?" I said. "What's happened?"

She took a long breath and managed a weak smile. "It's nothing, really. Nothing important. Just that I'm going to lose this new job. I can't type fast enough."

"But you've only been there three days," I said. "You'll catch on." I was repeating a line she had spoken to me a hundred times when I was having trouble learning or doing something important to me.

"No," she said sadly. "There's no time for that. I can't carry my end of the load. I'm making everyone in the office work twice as hard."

"They're just giving you too much work," I said, hoping to find injustice where she saw failure. She was too honest to accept that.

"I always said I could do anything I set my mind to," she said.

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"And I still think I can in most things. But I can't do this."

I felt helpless and out of place. At age 16 I still assumed Mother could do anything. Some years before, when we sold our ranch and moved to town, Mother had decided to open a day nursery. She had had no training, but that didn't stand in her way. She sent away for correspondence courses in child care, did the lessons and in six months formally qualified herself for the task. It wasn't long before she had a full enrollment and a waiting list. Parents praised her, and the children proved by their reluctance to leave in the afternoon that she had won their affection. I accepted all this as a perfectly normal instance of Mother's ability.

But neither the nursery nor the motel my parents bought later had provided enough income to send my sister and me to college. I was a high-school sophomore when we sold the motel. In two years I would be ready for college. In three more my sister would want to go. Time was running out, and Mother was frantic for ways to save money. It was clear that Dad could do no more than he was doing already--farming 80 acres in addition to holding a full-time job.

Looking back, I sometimes wonder how much help I deserved. Like many kids of 16, I wanted my parents' time and attention, but it never occurred to me that they might have needs and problems of their own. In fact, I understood nothing of their lives because I looked only at my own.

A few months after we'd sold the motel, Mother arrived home with a used typewriter. It skipped between certain letters and the keyboard was soft. At dinner that night I pronounced the machine a "piece of junk."

"That's all we can afford," Mother said. "It's good enough to learn on." And from that day on, as soon as the table was cleared and the dishes were done, Mother would disappear into her sewing room to practice. The slow tap, tap, tap went on some nights until midnight.

It was nearly Christmas when I heard her tell Dad one night that a good job was available at the radio station. "It would be interesting work," she said. "But this typing isn't coming along very fast."

"If you want the job, go ask for it," Dad encouraged her.

I was not the least bit surprised, or impressed, when Mother got the job. But she was ecstatic.

Monday, after her first day at work, I could see that the excitement was gone. Mother looked tired and drawn. I responded by ignoring her.

Tuesday, Dad made dinner and cleaned the kitchen. Mother stayed in her sewing room, practicing. "Is Mother all right?" I asked Dad.

"She's having a little trouble with her typing," he said. "She needs to practice. I think she'd appreciate it if we all helped out a bit more."

"I already do a lot," I said, immediately on guard.

"I know you do," Dad said evenly. "And you may have to do more. You might just remember that she is working primarily so you can go to college."

I honestly didn't care. In a pique I called a friend and went out to get a soda. When I came home the house was dark, except for the band of light showing under Mother's door. It seemed to me that her typing had got even slower. I wished she would just forget the whole thing.

My shock and embarrassment at finding Mother in tears on Wednesday was a perfect index of how little I understood the pressures on her. Sitting beside her on the couch, I began very slowly to understand.

"I guess we all have to fail sometime," Mother said quietly. I could sense her pain and the tension of holding back the strong emotions that were interrupted by my arrival. Suddenly, something inside me turned. I reached out and put my arms around her.

She broke then. She put her face against my shoulder and sobbed. I held her close and didn't try to talk. I knew I was doing what I should, what I could, and that it was enough. In that moment, feeling Mother's back racked with emotion, I understood for the first time her vulnerability. She was still my mother, but she was something more: a person like me, capable of fear and hurt and failure. I could feel her pain as she must have felt mine on a thousand occasions when I had sought comfort in her arms.

Then it was over. Wiping away the tears, Mother stood and faced me. "Well, son, I may be a slow typist, but I'm not a parasite and I won't keep a job I can't do. I'm going to ask tomorrow if I can finish out the week. Then I'll resign."

And that's what she did. Her boss apologized to her, saying that he had underestimated his workload as badly as she had overestimated her typing ability. They parted with mutual respect, he offering a week's pay and she refusing it. A week later Mother took a job selling dry goods at half the salary the radio station had offered. "It's a job I can do," she said simply. But the evening practice sessions on the old green typewriter continued. I had a very different feeling now when I passed her door at night and heard her tapping away. I knew there was something more going on in there than a woman learning to type.

When I left for college two years later, Mother had an office job with better pay and more responsibility. I have to believe that in some strange way she learned as much from her moment of defeat as I did, because several years later, when I had finished school and proudly accepted a job as a newspaper reporter, she had already been a reporter with our hometown paper for six months.

Mother and I never spoke again about the afternoon when she broke down. But more than once, when I failed on a first attempt and was tempted by pride or frustration to scrap something I truly wanted, I would remember her selling dresses while she learned to type. In seeing her weakness I had not only learned to appreciate her strengths, I had discovered some of my own.

Not long ago, I helped Mother celebrate her 62nd birthday. I made dinner for my parents and cleaned up the kitchen afterward. Mother came in to visit while I worked, and I was reminded of the day years before when she had come home with that terrible old typewriter. "By the way," I said. "Whatever happened to that monster typewriter?"

"Oh, I still have it," she said. "It's a memento, you know . . . of the day you realized your mother was human. Things are a lot easier when people know you're human."

I had never guessed that she saw what happened to me that day. I laughed at myself. "Someday," I said, "I wish you would give me that machine."

"I will," she said, "but on one condition."

"What's that?"

"That you never have it fixed. It is nearly impossible to type on that machine and that's the way it served this family best."

I smiled at the thought. "And another thing," she said. "Never put off hugging someone when you feel like it. You may miss the chance forever."

I put my arms around her and hugged her and felt a deep gratitude for that moment, for all the moments of joy she had given me over the years. "Happy birthday!" I said.

The old green typewriter sits in my office now, unrepaired. It is a memento, but what it recalls for me is not quite what it recalled for Mother. When I'm having trouble with a story and think about giving up, or when I start to feel sorry for myself and think things should be easier for me, I roll a piece of paper into that cranky old machine and type, word by painful word, just the way Mother did. What I remember then is not her failure, but her courage, the courage to go ahead.

It's the best memento anyone ever gave me.